U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☑ Magnet ☐ Choice

Name of Principal: Mr. Don Raymond

Official School Name: Dr. N.H. Jones Elementary Magnet

School Mailing Address: 1900 SW 5th Street
Ocala, FL 34471-1861

County: Marion State School Code Number: 0311

Telephone: (352) 671-7260 E-mail: George.Raymond@marion.k12.fl.us

Fax: (352) 671-7266 Web URL: marion.k12.fl.us/schools/nhj/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. James Yancey Superintendent e-mail: Jim.Yancey@marion.k12.fl.us

District Name: Marion County Public Schools District Phone: (352) 671-7200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Judy Zinnetti

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11FL13

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11FL13

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 33 Elementary schools
   (per district designation) 10 Middle/Junior high schools
   9 High schools
   0 K-12 schools
   52 Total schools in district
2. District per-pupil expenditure: 8586

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 10

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		# of Males	# of Females	Grade Total
PreK	0	0	0	6	0	0	0
K	46	60	106	7	0	0	0
1	58	49	107	8	0	0	0
2	62	59	121	9	0	0	0
3	71	63	134	10	0	0	0
4	79	68	147	11	0	0	0
5	76	66	142	12	0	0	0
						Total in Applying School:	757

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
9	% Asian
18	% Black or African American
5	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
63	% White
5	% Two or more races
100	% Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	7
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	15
(3)	Total of all transferred students [sum of rows (1) and (2)].	22
(4)	Total number of students in the school as of October 1, 2009	733
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 2

Number of languages represented, not including English: 1

Specify languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 24%

   Total number of students who qualify: 178

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 1%

    Total number of students served: 38

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	2	Specific Learning Disability
0	Emotional Disturbance	35	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	1	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	40	0
Special resource teachers/specialists	8	2
Paraprofessionals	5	1
Support staff	9	0
Total number	64	3

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	98%	96%	97%	96%	98%
Teacher turnover rate	6%	2%	11%	6%	22%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

We had a larger teacher turnover rate for the 2005-06 school year as a result of teacher retirements, adding a position, transferring one teacher to a middle school setting and non-renewing two teachers for poor performance.

We have changed the teacher attendance system and do not have complete records on past attendance. The posted attendance rate for teachers is based on estimates from substitute records and leave requests. We have always maintained fairly consistent staff attendance.

Student attendance rate is also consistent and an accurate record kept. The attendance rate varies by up to 0.4 in any given year but has been rounded off to fit the formula.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

PART III - SUMMARY

11FL13

Dr. N. H. Jones Elementary School is located on the west side of Ocala, Florida, in the middle of a proud black community. Ocala lies in central Florida nestled between gently rolling hills and elegant horse farms. Marion County is home to over 293,000 people. As a magnet school, we draw about 25% of our students from our immediate walk-in community. The remaining 75% of our students come from all over Marion County, with 10 % of the students from outlying areas being minority. Our overall population is 757 students from kindergarten through fifth grade, about 37% of whom are minority and 63% Caucasian. We use an application process for enrolling students. Any neighborhood student, regardless of scores, who applies for kindergarten is automatically accepted. All other students in kindergarten are given a readiness screening with students scoring at or above 75 points being given priority for admitance. In other grades we look at past grades with student making A's, B's. or C's for academic grades and students with satisfactory conduct being given priority. Students in grades four or five are given priority when they have test scores of levels 3 - 5.

Dr. N. H. Jones first opened in 1960 with seven classroom buildings. Since that time, we have added three new buildings. The most recent addition of a ten classroom building was completed in 2009. We have 45 classrooms that are fully networked, a media center, computer lab with 30 Macintosh computers, media production lab, and a science lab. We have converted 32 of our classes to engaged classrooms.

Our vision is: “Dr. N. H. Jones, where every child will achieve academic excellence.” It is our belief that all students will learn and perform at a high level. School-based decisions must support this vision, and our resources and field trips are conceived and planned to achieve this end. As a result of our vision, we provide a strong remediation program that is designed to close the achievement gap. We also provide a multi-leveled enrichment program: one for the highly gifted, a regular gifted program and an enhanced classroom program. Our vision statement goes hand-in-hand with our mission statement: “In an innovative environment, students will excel in basic academics with enhanced learning in math, science, technology, and media production.”

Dr. N. H. Jones consistently leads the state in student performance and was rated as the ninth best school in the state of Florida by Digger.com. We regularly have students achieving perfect scores on the state FCAT.

Dr. N. H. Jones has come to be known as the media production center for Marion County. For the past five years, our students have been awarded well over 80% of the county’s elementary-level media awards, countless state awards and between five and ten international awards each year. Our students are coveted at the middle school magnet programs. The tone is set each day as the students recite a student pledge:

I am proud to be a student, at Dr. N. H. Jones.
Today, and every day,
I promise to adhere to the lifelong guidelines of:
Trustworthiness
Truthfulness
Active listening
No put downs
And personal best.

These guidelines are not only the cornerstone of our character education program, but are the very foundation of what we expect of all students every day. The pledge is a way of life that not only helps us establish a safe and secure climate on campus, but also places academic achievement and citizenship squarely at the center of the Dr. N.H. Jones community. We have a student produced morning television program "Panther Pride", which focuses on a different character trait each month. The combined effort of

the morning news show, student pledge, and classroom follow up creates a strong, supportive environment and encourages positive student growth.

Parents are encouraged to play an active role at our school. Our Parent Teacher Organization not only raises funds for needed projects, but provides opportunities for parent education. Parents spent over 19,000 hours last year volunteering to help at all grade levels. They did everything from teaching numbers and letters to running small book clubs. Many parents take advantage of lunch breaks to come and eat lunch with their children.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Florida utilizes a state assessment called the Florida Comprehensive Assessment Test (FCAT) to determine student progress as well as the success of each individual school in terms of student progress. The assessment breaks student achievement down into five levels. Students who score a level 1 are non-proficient and those who score a level 2 are considered basic. That is, the students have been learning grade level skills but are not yet proficient. A student that scores at a level 3 is considered on grade level and proficient. Students who score at level 4 and 5 are considered advanced.

In the area of reading our school scores have been making steady growth in moving students out of level 1 and 2 over the past ten years. For the past five years we have consistently had 90% or better of our overall population in grades three through five score a level three or above on the FCAT. With only one exception 80% or better of our third through fifth grade African American students and our students on free or reduced lunch have scored a three or better on the reading portion of the FCAT. Last year we only had 67% of our African American students score a level 3 or above on FCAT reading. This dramatic drop in scores was primarily the result of ineffective teaching and not a curriculum issue. There were several interventions attempted to improve the quality of instruction however they proved ineffective. The staff that was responsible for this lower level of performance is no longer at our school. For the past three years, with the above exception we have had gradual growth or been able to maintain a high level of performance.

For the most part we have seen a narrowing of the gap between African American students and the rest of the students. We have seen the same trend between students on free and reduced priced lunch and white students. In fifth grade in the area of reading we had a split of 1 point between African American Students and white students five years ago and there was no split in 2010. There was a three point split between students that qualify for free and reduced priced meals and white students in 2006; there is still a three point split but free and reduced priced qualified students did three points better than white students. In fourth grade there was a 29 point split between African American students and white students in 2006 and a 22 point split from free and reduced priced qualified students. This gap was narrowed to 12 points for African Americans and 4 points for free and reduced priced students. In third grade there was a 21 point split between free and reduced priced lunch students and 24 points between African American students in 2006. In 2010 there was a 17 point split for free and reduced priced lunch and 33 point split for African Americans. The split for African Americans the year before had only been nine points. We expect with the changes we have made that we will not see such a wide split for the 2011 school year.

In the area of mathematics we have some inconsistent results. In fifth grade in the area of math we had a split of 9 points between African American Students and white students five years ago and there was a split of 32 points in 2010. The year before the split had only been nine points. There was a 1 point split between free and reduced priced students and white students in 2006; this grew to a 21 point split in 2010. In fourth grade there was a 30 point split between African American students and white students in 2006 and a 13 point split from free and reduced priced qualified students. This gap was narrowed to 4 points for African Americans and plus 2 points for free and reduced priced qualified students. In third grade there was a 15 point split between free and reduced priced lunch students and 13 points between African American students in 2006. In 2010 there was an 11 point split for free and reduced priced lunch and 19 point split for African Americans. The split for African Americans the year before had only been nine points. We have added a staff member to address the gap which widened between African American students in fifth grade in the area of mathematics. We had previously made a change in the fifth grade math program which did not include sufficient review. We have also added additional practice in basic facts which has created a problem for a large number of our students.

Information on the scores of students at Dr. N. H. Jones, as well as students at any school in the state, may be viewed at: https://app1.fldoe.org/FCATDemographics/

2. Using Assessment Results:

Dr. N. H. Jones uses assessment data to understand and improve student and school performance in the following way:
The use of assessment data is a key component to the success of Dr. N. H. Jones. It begins with individual teachers, grade level groups, and finally the entire staff disaggregating the data received from the FCAT, which is the state achievement test. Strengths and weaknesses are noted as a whole and by subgroups. The state benchmark skills are then listed from the weakest to strongest and the district staff, along with teachers, develop a grade-level calendar of instruction to ensure that weak skills are adequately covered.

During the course of the year, each grade level teaches the benchmark skills at the same time and will administer a common assessment to determine mastery of skills. The assessments are administered every three to ten days. Students who have mastered the skill with a score of 80% or greater will then receive enrichment activities. Students who have not mastered the benchmark skill will be provided with remediation of the skill and will take an alternative assessment to see if they have mastered the skill post-remediation.
The grade level teachers will meet weekly to review the week's assessments and to compare class results. This will enable teachers to share best practices and find more effective ways to teach a particular skill. It also allows the teachers to share their strengths in meeting grade level needs. Teachers will then use center time to differentiate instruction to meet the needs of the individual student. In late November there will be a test administered to all students that covers all the benchmark skills. The November assessment will allow teachers to identify weak areas and to put more emphasis on skills that the grade level as a whole has not mastered. It also ensures that skills learned earlier are retained by the students.

Students that score in the bottom quartile of the state assessment, FCAT are flagged for tracking. Teachers compare the results of students in the lowest quartile with the rest of the class to ensure that they are adequately differentiating to meet the needs of the lowest performing students. This information is shared in grade level, collaborative planning meetings.

3. Communicating Assessment Results:

State assessment data on individual students, which is received at the very end of the school year, is either sent home with the final report card or is mailed shortly after that. The report tells the parents what score the student achieved, how it compared to last year's test results and how it compares to the state norm. The report also lets parents know how the students did on each component of the test as well as how the results compare to the year before. Group results are posted on our web page along with past years' scores so that parents and the community can see our pattern of growth. The school district is opening a parent portal where parents can view their child's entire standardized test history.

The weekly benchmark assessment results are shared individually with the students immediately after the assessment is given. Students are then assigned either to remediation, maintenance or enrichment activities. The school-wide, grade level results are posted on a data wall for all to see. Parents are informed about progress on an ongoing basis in weekly or biweekly progress reports so that they can monitor and assist their child. Parents also have a portal where they can see the teacher's grade book which also shows the assessment data. We hold a parent education night where parents are taught about what the FCAT covers and how to understand the test and test results.

Our School Advisory Council is given quarterly updates as to progress made. The council will then seek answers to problem areas or will attempt to find resources to help with other areas.

We have established student-led conferences in fourth and fifth grade and will be expanding it into other grades. Students sit with their parent and go over their progress report, explaining how they received their

grade. The teacher is available for questions and the papers are available for view. The student-led conferences have been very successful in helping parents understand how their child is doing and why.

The local newspaper, the Star-Banner, publishes the overall results of the test by school for the entire community to see. The State of Florida then posts more complete information on a state web site.

4. Sharing Lessons Learned:

Successful school strategies are shared with other schools in several ways including making presentations at conferences. The principal and classroom teachers make presentations on various aspects of our program. As a school, we have offered summer training sessions for other teachers in the use of technology and integrating it with the overall curriculum. We have offered these training sessions at the district summer academy as well as at our own school.

The school web site is also used to share school wide programs as well as what individual teachers do. Our School Improvement Plan is posted on our web site for parents and the broader community to see. It includes our test scores, our assessment of ourselves, and our plan for improvement. Other schools may view our School Improvement Plan on-line, which will identify our strategies for improving student performance. Contact information is provided for those who seek further information.

On a local level, best practices are shared at principal and assistant principal meetings. We have offered our school as a site for several teacher education classes where we can share what we do with future teachers. Some of our teachers provide university course work for other teachers on our campus as well as the college campuses. We have invited other teachers to come and observe in classrooms as well as offered our own teachers the opportunity to observe best practices of master teachers.

We have purchased a podcast server on which we will be developing and posting podcasts on skills students need to master. Many of these podcasts will be produced by students. The podcast server is available to anyone with internet access. We hope to make effective practices and student lessons available to any interested party in the near future.

The State of Florida maintains a best-practices website to which Dr. N. H. Jones has contributed. This is a clearinghouse from which schools can gather information and which allows us to share some of the strategies that have been successful for use.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The state standards are at the heart of our curriculum. Lesson plans, activities and field trips center around these standards. In addition to the basic core of instruction, we offer an enhanced program in mathematics, science and technology, focusing on media production. Technology is integrated into all other subject areas as a way to differentiate instruction.

Language Arts is a common thread throughout all curricular areas. Reading, writing, listening, and speaking blend together to produce a program where children learn how to locate, gather, organize, and present information on any given topic. Students present their projects in many different forms such as: written reports, artistic expression, PowerPoint presentations, podcasts or as IMovies. All students do a daily oral language activity that requires students to, individually and collectively, look for errors in three sentences placed on the board. The activity has children learning about and reviewing the grammar and structure of sentences.

Students at all levels learn graphic organizers for writing. Teachers then teach the children how to stick to a topic and add descriptive language. Students learn how to utilize the State of Florida rubric to assess their own work. Individual student work is placed on Smart Boards or projected onto white boards to critique and to help students learn what good writing looks like. A monthly prompt is given for students to write about so that teachers can identify ongoing progress and can provide interventions when required.

Our reading program focuses on the five basic areas of phonics, phonemic awareness, vocabulary, fluency and comprehension. Teachers provide a core of instruction and then provide for individual needs by using leveled readers with small groups of children. The Accelerated Reader Program is used to motivate the students to read independently. We use Kidbiz3000 for students who need enrichment. Teachers use media production as a way to motivate students and to strengthen basic skills. Students have been so successful that they have won between three and ten international awards each year for video production.

We believe that children learn more by using a hands-on approach to science than a textbook approach so we have embraced discovery science. Children will learn general concepts in his or her classroom and will experiment on what they have learned in our science lab. Students also conduct experiments in the classroom so that they can discover answers to scientific problems and questions. This process helps children not only in science but helps them as they approach everyday problems as well. The state benchmarks are stressed in the lab as well as in the classroom. Students in third through fifth grade have to complete a science fair project.

We use several approaches to teaching mathematics. The program starts by using McGraw-Hill Mathematics, a county requirement. Students supplement this with daily problem solving as well as Accelerated Math for those who need enrichment. In kindergarten through second grade we also have students use Mountain Math, which reviews and extends required concepts on a daily basis. Grade level benchmark calendars will ensure that students exceed state and federal expectations.

The art program is a blending of history, appreciation, and exploration. Students will learn about a period of art and then have to create a project demonstrating that form of art. Students will extend this by doing digital art, animation, claymation, and photography in the regular classroom or in the media lab. Language arts and technology are an integral part of the program with many projects integrating multiple subject areas.

We have a strong music program that offers an after school program of choral groups and recorders. Students put on several musicals during the course of the year, one of which is performed at an area

college. The regular music classes teach reading music, singing, playing musical instruments and movement.

Physical education and health are taught as part of the regular class room as well as a specialty course. Students are provided an opportunity to have a moderate level of physical activity, learn lifelong skills and sports as well as learn how to live a healthy life style. The classroom teaches about nutrition, drugs, exercise, and how to care for themselves. We do not participate in county competitions as our focus is on healthy life styles and on enjoying physical activities in a cooperative manner.

Social studies is integrated into reading and language arts by having students produce projects utilizing their language arts and technology skills. Students will frequently utilize technology to present long-term projects. Many classes have morning meetings where the newspaper is used to discuss current events and issues that face our country and world.

2. Reading/English:

The Macmillan/McGraw-Hill Treasures curriculum is used as the basis of our reading instruction and assists in teaching the essential areas of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. The text was on the state adoption list and was chosen by our district through a series of meetings, with teachers, administrators, and district personnel. At adoption meetings, several reading series were perused to determine which was best aligned to the Sunshine State Standards, which included quality remedial and enrichment lessons, had multiple-step, real-world problem-solving activities, and addressed English Language Learners (ELL). Macmillan/McGraw-Hill Treasures received the most points and was, therefore, adopted by our county.

At Dr. NH Jones, reading instruction is carefully planned according to the Sunshine State Standards. In the summer, grade level teams of teachers and administrators collaborate to construct an annual, focus calendar that includes each essential skill, when and how long it will be taught and the day it will be assessed. With this annual calendar in place, teachers begin to implement their reading program. As the year progresses, students are continually observed and assessed to determine their progress. Frequent assessments of required skills are given and follow up activities are developed which are dependent on student performance. Centers are used to meet individual needs, whether remedial or enrichment. As a team, teachers disaggregate assessment data, discuss results, share best practices and modify instruction according to student needs. In addition to the regular classrooms, we have a highly-trained teacher who teaches reading to our non-proficient fourth and fifth grade students. She pulls students on an as needed basis to work on weak skills.

Several beliefs and procedures are at the core of our reading program at Dr. NH Jones: every child can learn the essential curriculum; frequent screening, progress monitoring and diagnostic assessments are used to guide instruction; enrichment and remedial lessons are incorporated into core curriculum; reading groups are fluid; and the needs of every student will be met.

We provide before and after school remediation for our lowest students. This is done with both the use of technology and specialized teachers. Students are taken back to the level where they are proficient and provided instruction from that point. The small group setting and extension of exposure time combine to help students become successful. We also take advantage of the Accelerated Reader Program to motivate students and KidBiz3000 to challenge children that need enrichment.

3. Mathematics:

We utilize McGraw-Hill Mathematics as our basic core of instruction but this is only one of the tools utilized to deliver instruction. We use a focus calendar which provides a calendar of instruction and assessment. Skills are taught for short periods of time, between three and ten days and then assessed for mastery using a standardized assessment. Teachers utilize the results of these assessments to determine whether the student needs remediation, more practice or enrichment. In differentiating instruction the

teachers use several centers. Technology is used to provide drill and practice in mastering basic math facts, in developing problem solving skills, and Accelerated Math is used for enrichment. The Smart Board is used not only for instruction but also as a center, working with cooperative groups.

Mathematical problem solving has historically been a relative weakness, so we have every class utilize Math Super Stars on a weekly basis to provide practice in problem solving. Students work on their own to solve problems at the beginning of the week and then work collectively by the middle of the week. Various approaches to solutions to the problems are discussed, as a class, at the end of the week. Hands-on-equations are used to teach pre-algebra to those students needing enrichment.

A review of our most recent FCAT results has helped us to identify a weakness in our curriculum. We have found that the new state standards, along with the instructional calendar, do not afford enough opportunity to review past concepts. In order to address this weakness we have put in place a daily math review program that constantly goes back to cover past skills. Adding a spiral approach helps students to retain skills that are a foundation for future lessons.

Students who have not shown mastery on assessments are afforded several opportunities for remediation. We offer a computerized remediation course before school starts for struggling students that cannot afford to be pulled during the instructional day. We offer that same program for fifteen minute blocks of time during the instructional day for other students. Aside from the lab we have several drill and practice programs that teachers use on an as-needed basis with students during the regular day. The remedial groups are very flexible and are dependent on performance as it relates to assessments on individual skills. This allows the remediation to be very focused on the exact nature of the problem.

4. Additional Curriculum Area:

The challenge facing our school is the empowerment of our students to function effectively in their future - a future of change, information growth, and emerging technologies. Technology is a most powerful tool with the potential for paving high-speed highways from an outdated educational system to a system capable of providing learning opportunities for all that will better serve the needs of the students as they enter professions and positions that do not even exist today.

Curriculum integration with the use of technology involves the infusion of technology as a tool to enhance the learning in a content area. Technology enables students to learn in ways not previously imagined. Effective integration of technology is achieved when students are able to select tools to help them obtain information, analyze and synthesize the information, and finally present it professionally. It is our objective that our technology develops into an integral part of how the classroom functions, becoming as common as all other classroom tools.

Dr. NH Jones has recognized the potential of technology to change education and improve student learning. This technology is becoming a powerful catalyst in promoting improvement in learning, communications, and life skills for the survival in tomorrow's world. We are moving from a time in which technology was an added topic to teach, to a time where technology is intertwined into the curriculum. Students will seamlessly gain the knowledge needed traveling down one of the varied pathways of technology.

At Dr. NH Jones, technology is a one of the major focuses of our instruction. Word processing, keyboarding, digital imagery, multimedia production, design and layout, and web page building are all included skills within the scope and sequence of our technology education. Projects from classrooms, computer lab and media center have achieved local, regional, state, and several international awards. For the past two years we have been identified as an Apple Distinguished School because of our effective use of technology.

It is our intent that students at Dr. NH Jones become prepared for an ever-changing world. Students need to use technology as we used textbooks. To that end we utilize interactive boards to draw students into

lessons, we use desk top computers to provide drill and practice in centers, we use lap tops and I Pads to have students do research and media production and we use IPods to allow children with a limited experiential base to listen to stories read to them.

5. Instructional Methods:

We use the Continuous Improvement Model to meet each individual student's needs in the areas of reading, writing, mathematics, and science. Students are taught the state standards as identified on the grade level instructional calendars. Students are then broken into three groups. The students that have not mastered the standards with 80% accuracy are provided immediate remediation on these skills. Students who have shown mastery of the skill but do not need an enriched curriculum will be provided with additional practice of skills to maintain them. Students who need enrichment are given more challenging activities. Teachers use centers as a means to differentiate instruction and to provide for remediation and enrichment. Teachers and assistants work together to provide the level of activity the student needs for this period. Students' assignments are based on how well they did on the benchmark assessments and on weekly focus calendar assessments. As a result, a student may be in a remedial group one day and an enrichment group the next.

In the area of reading, teachers provide a basic core of instruction and then use leveled readers to tailor the program to the needs of the students. Computer programs and projects are then used to further differentiate the program to meet individual needs. Students that are borderline proficient are placed on a Success Maker program which reinforces basic concepts and moves them at their own pace. Chapter book clubs are formed to motivate students and provide a challenge at the appropriate level of instruction. Students who are reading at a second grade level or above and who need an additional challenge are placed on KidBiz3000. The KidBiz3000 program will take the students as high as they are capable, moving at their pace. The program also allows a strong tie to writing. Reports are generated which help a teacher further guide their enrichment program.

In the area of mathematics we use the same approach, but use a program called Accelerated Math and Hands of Equations to provide enrichment.

In most content areas teachers take advantage of available technology to assign projects, which can be done in many ways depending on student ability. Students can do PowerPoint presentations, I Movies, web pages or more traditional reports. Cooperative learning groups are frequently used to allow students to learn life skills, as well as to support one another's learning.

6. Professional Development:

We provide professional development in several ways. Each summer we offer technology sessions for not only our teachers but for other teachers in Marion County. We generally repeat these sessions sometime during the course of the year for any teacher in Marion County that wishes to take the offering. We expand upon these sessions during a Saturday in-service for our staff. The training in effective use of technology allows the teachers to differentiate instruction so that the needs of all children are met. We not only provide training for other schools through the EETT grant but our teachers also have the opportunity to attend sessions that will teach them new ways to use the technology that we have.

During preschool we offer a series of in-services in the Continuous Improvement Model and how we will meet the needs of individual students as well as sessions on reading, mathematics and writing. This allows the entire school to work together for a common curricular program. We have an in-house substitute that we can use to relieve teachers so that they can observe other teachers and classrooms where we highlight best practices. Teachers are then able to find more effective instructional strategies, as well as develop stronger peer relationships. We utilize staff surveys and individual professional development plans to help determine topics for our monthly school wide in-services. The teachers have weekly collaborative planning meetings where they will review their calendars as well as the level of student performance. The overall student performance will be looked at by the administration, and if there is need

for in-service, it will be provided. In addressing training through this approach, we do not leave individuals or groups of children behind.

We have limited time during the regular scheduled day, so we offer some in-services after school. At times we have funding for these training sessions, but frequently the staff will volunteer their time to learn a new skill. We offer special voluntary classes in various aspects of technology and in other areas of high interest or need. Best practices in science, mathematics, and reading are highlighted in our half day in-services. To determine need we ask teachers to identify areas of personal need and we attempt to cluster needs and provide a facilitator from our own staff. There are times when we bring in a trainer from staff development when we do not have the needed expertise. This was the case when we needed to calibrate our staff for writing.

We have also offered online training in a number of areas, especially in the area of technology. Teachers can take training sessions in such areas as making I Movies, using Outlook, using Word, or building a web page. The end result is that teachers can learn at a time that better meets their individual needs and they are able to provide a multi-modal approach to instruction.

Many teachers take advantage of the district Black Board system which provides training in such areas as classroom management, cooperative learning, Kagan strategies, Inquiry Science, and a wide variety of instructional programs. This system has the advantage of allowing the teachers to do professional development 24 hours a day, seven days a week.

7. School Leadership:

There are several levels of leadership at Dr. N. H. Jones but they all rely on a collaborative, collegial relationship. The principal has several leadership groups. The first is the administrative team which is made up of the principal, assistant principal, guidance counselor, dean, media specialist, and technology coordinator. This group meets weekly to discuss the calendar of events, policies, and school wide issues. The principal also meets on a monthly basis, or as needed basis with an advisory group which is made up of teachers from each grade level. This group addresses problems that face the school or changes that are being considered. Each grade level forms a grade level team that meets weekly. Twice a month those meetings address academic concerns and twice a month teachers discuss grade level issues and plan together. There are several committees that address specialized areas. There is a technology committee that helps set the direction of technology and revises a five year plan. There is also a safety committee, a literacy committee, a science committee, a math committee, and a sunshine committee. There is a School Advisory Council made up of parents, staff members and business partners. This group provides community input and is responsible for writing the school improvement plan each year. We subscribe to the philosophy that it takes a village to raise a child and we believe that it is important to get as much input from our broader community as possible.

Data received from benchmark testing and FAIR is shared with each leadership group and each group provides input into concerns, suggestions and program development. These ideas begin at the grade level, move to school advisory groups for refinement and end up going to the School Advisory Council for approval. To ensure adequate parent input, we utilize parent surveys. This combined effort ensures full community involvement in decisions that impact overall program development and implementation.

As the instructional leader of the school, the principal oversees each group and helps to organize the agendas. He gathers needed information to share with the group so that everyone can come to the meetings prepared to discuss ideas and not just be presented with ideas that they need to think about. The principal sets the tone of the school as one where everyone's ideas are important and where we work together as a team to come up with the best possible solution or approach.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2005-2010 Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
levels 3 - 5	97	97	93	96	89
level 4 & 5	89	79	74	76	61
Number of students tested	123	143	132	143	126
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
levels 3 - 5	88	90	76	93	77
level 4 & 5	71	63	42	64	29
Number of students tested	35	30	29	17	31
2. African American Students					
levels 3 - 5	81	91	73	88	78
level 4 & 5	57	59	57	44	32
Number of students tested	21	34	22	16	28
3. Hispanic or Latino Students					
levels 3 - 5	99				
level 4 & 5	81				
Number of students tested	11				
4. Special Education Students					
levels 3 - 5					86
level 4 & 5					57
Number of students tested					14
5. English Language Learner Students					
levels 3 - 5					
level 4 & 5					
Number of students tested					
6.					
levels 3 - 5					
level 4 & 5					
Number of students tested					
NOTES:					

11FL13

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2005-2010 Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
levels 3 - 5	94	98	93	94	90
levels 4 - 5	86	74	75	67	65
Number of students tested	123	143	131	123	126
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
levels 3 - 5	82	94	93	95	67
levels 4 - 5	65	67	53	47	38
Number of students tested	35	30	28	17	31
2. African American Students					
levels 3 - 5	67	91	80	88	72
levels 4 - 5	43	59	47	25	36
Number of students tested	21	34	21	16	28
3. Hispanic or Latino Students					
levels 3 - 5	100				
levels 4 - 5	100				
Number of students tested	11				
4. Special Education Students					
levels 3 - 5	84	100	80		78
levels 4 - 5	69	70	40		57
Number of students tested	13	10	10		14
5. English Language Learner Students					
levels 3 - 5					
levels 4 - 5					
Number of students tested					
6.					
levels 3 - 5					
levels 4 - 5					
Number of students tested					
NOTES:					

11FL13

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2005-2010 Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
levels 3 - 5	97	92	94	91	89
level 4 & 5	72	69	58	58	54
Number of students tested	139	143	123	116	136
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
levels 3 - 5	100	78	95	82	82
level 4 & 5	52	37	51	39	35
Number of students tested	23	27	16	20	28
2. African American Students					
levels 3 - 5	64	72	77	80	64
level 4 & 5	23	45	33	35	21
Number of students tested	22	11	77	20	28
3. Hispanic or Latino Students					
levels 3 - 5					
level 4 & 5					
Number of students tested					
4. Special Education Students					
levels 3 - 5		90			
level 4 & 5		30			
Number of students tested		10			
5. English Language Learner Students					
levels 3 - 5					
level 4 & 5					
Number of students tested					
6.					
levels 3 - 5					
level 4 & 5					
Number of students tested					
NOTES:					

11FL13

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2005-2010 Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
levels 3 - 5	97	94	95	95	90
levels 4 - 5	76	70	70	71	61
Number of students tested	138	143	123	116	136
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
levels 3 - 5	96	89	88	83	75
levels 4 - 5	70	45	57	26	22
Number of students tested	23	27	16	23	32
2. African American Students					
levels 3 - 5	87	88	87	80	69
levels 4 - 5	52	44	53	30	15
Number of students tested	32	25	12	20	28
3. Hispanic or Latino Students					
levels 3 - 5					
levels 4 - 5					
Number of students tested					
4. Special Education Students					
levels 3 - 5		70			
levels 4 - 5		30			
Number of students tested		10			
5. English Language Learner Students					
levels 3 - 5					
levels 4 - 5					
Number of students tested					
6.					
levels 3 - 5					
levels 4 - 5					
Number of students tested					
NOTES:					

11FL13

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2005-2010 Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
levels 3 - 5	89	88	86	90	87
level 4 & 5	67	61	63	64	56
Number of students tested	142	122	117	127	115
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
levels 3 - 5	74	75	76	85	88
level 4 & 5	40	50	43	47	55
Number of students tested	32	20	21	26	24
2. African American Students					
levels 3 - 5	64	72	77	78	77
level 4 & 5	23	45	33	35	34
Number of students tested	22	11	18	23	23
3. Hispanic or Latino Students					
levels 3 - 5					
level 4 & 5					
Number of students tested					
4. Special Education Students					
levels 3 - 5					
level 4 & 5					
Number of students tested					
5. English Language Learner Students					
levels 3 - 5					
level 4 & 5					
Number of students tested					
6.					
levels 3 - 5					
level 4 & 5					
Number of students tested					
NOTES:					

11FL13

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2005-2010 Publisher: Florida Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3 - 5	92	99	96	97	98
level 4 & 5	69	76	73	73	77
Number of students tested	142	122	117	127	117
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 - 5	88	95	86	96	100
level 4 & 5	54	65	38	50	75
Number of students tested	32	20	21	26	24
2. African American Students					
Level 3 - 5	98	91	90	96	96
level 4 & 5	74	55	45	39	74
Number of students tested	22	11	18	23	23
3. Hispanic or Latino Students					
Level 3 - 5					
level 4 & 5					
Number of students tested					
4. Special Education Students					
Level 3 - 5					
level 4 & 5					
Number of students tested					
5. English Language Learner Students					
Level 3 - 5					
level 4 & 5					
Number of students tested					
6.					
Level 3 - 5					
level 4 & 5					
Number of students tested					
NOTES:					

11FL13

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
level 3-5	95	93	92	92	89
level 4 & 5	76	70	66	66	57
Number of students tested	404	408	372	365	377
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
level 3-5	87	82	81	88	76
level 4 & 5	58	38	45	49	36
Number of students tested	90	77	66	78	87
2. African American Students					
level 3-5	82	81	79	81	73
level 4 & 5	39	43	43	35	32
Number of students tested	75	70	52	59	79
3. Hispanic or Latino Students					
level 3-5					
level 4 & 5					
Number of students tested					
4. Special Education Students					
level 3-5					
level 4 & 5					
Number of students tested					
5. English Language Learner Students					
level 3-5					
level 4 & 5					
Number of students tested					
6.					
level 3-5					
level 4 & 5					
Number of students tested					
NOTES:					

11FL13

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
level 3 - 5	96	97	96	95	93
level 4 and 5	78	71	71	70	67
Number of students tested	403	408	371	366	379
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
level 3 - 5	88	78	85	91	71
level 4 and 5	61	59	49	23	42
Number of students tested	90	77	65	66	87
2. African American Students					
level 3 - 5	83	90	82	88	85
level 4 and 5	51	51	43	32	40
Number of students tested	75	70	51	59	79
3. Hispanic or Latino Students					
level 3 - 5					
level 4 and 5					
Number of students tested					
4. Special Education Students					
level 3 - 5					
level 4 and 5					
Number of students tested					
5. English Language Learner Students					
level 3 - 5					
level 4 and 5					
Number of students tested					
6.					
level 3 - 5					
level 4 and 5					
Number of students tested					
NOTES:					

11FL13